



EASTSIDE HIGH

1300 Brushy Creek Road
Taylors, SC 29687

Grades	9-12 High School	
Enrollment	1,223 Students	
Principal	John Tharp	864-355-2810
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Below Average
2009	Average	At-Risk
2008	Good	Average
2007	Good	Below Average
2006	Excellent	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	6	1	0	0

* Ratings are calculated with data available by 09/29/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	85.2%	83.2%	83.8%	91.6%	83.2%	86.1%
Passed 1 subtest (%)	7.8%	9.3%	10.1%	5.6%	10.0%	8.1%
Passed no subtests (%)	7.0%	7.6%	6.1%	4.1%	6.8%	5.8%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	91.9%	94.9%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	360	317	343	368
Number of Graduates in Cohort	275	241	266	292
Rate	76.4%	76.0%	75.1%	79.5%

*Used to calculate current AYP.

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	79.9%	80.5%
English 1	82.3%	78.9%
Physical Science	63.9%	66.9%
US History and the Constitution	62.3%	56.5%
All Tests	70.6%	69.8%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=1,223)				
Retention rate	5.3%	Down from 6.6%	3.5%	3.7%
Attendance rate	97.1%	Up from 96.8%	96.6%	95.4%
Eligible for gifted and talented	23.4%	Up from 12.4%	21.3%	12.4%
With disabilities other than speech	8.8%	No Change	9.2%	12.8%
Older than usual for grade	8.7%	Down from 8.8%	5.4%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.1%	Up from 0.7%	0.6%	1.1%
Enrolled in AP/IB programs	38.5%	Up from 36.6%	33.3%	13.1%
Successful on AP/IB exams	57.6%	Down from 68.0%	57.5%	50.4%
Eligible for LIFE Scholarship	35.3%	Up from 32.3%	35.3%	30.4%
Annual dropout rate	5.1%	Up from 3.7%	1.7%	3.1%
Career/technology students in co-curricular organizations	0.0%	No Change	0.5%	2.2%
Enrollment in career/technology courses	477	Down from 577	727	424
Students participating in work-based experiences	4.7%	Up from 4.6%	9.6%	11.7%
Career/technology students attaining technical skills	81.8%	Down from 84.4%	83.6%	78.7%
Career/technology completers placed	N/A	N/A	99.7%	98.5%
Teachers (n=68)				
Teachers with advanced degrees	66.2%	Up from 65.7%	66.2%	60.4%
Continuing contract teachers	80.9%	Up from 77.1%	77.5%	76.6%
Teachers with emergency or provisional certificates	5.1%	Down from 6.6%	5.3%	6.5%
Teachers returning from previous year	81.9%	Up from 78.8%	89.1%	86.8%
Teacher attendance rate	97.3%	Up from 95.4%	96.1%	95.8%
Average teacher salary*	\$47,586	Up 1.3%	\$48,890	\$47,390
Professional development days/teacher	9.8 days	Up from 9.1 days	9.3 days	10.0 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	28.6 to 1	Up from 27.9 to 1	26.3 to 1	25.8 to 1
Prime instructional time	94.3%	Up from 91.9%	92.0%	90.1%
Dollars spent per pupil**	\$5,677	Down 1.9%	\$7,682	\$7,974
Percent of expenditures for teacher salaries**	61.2%	Up from 59.1%	59.0%	55.4%
Percent of expenditures for instruction**	62.5%	Up from 62.3%	62.5%	60.4%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 95.7%	96.2%	96.0%
Character development program	Excellent	Up from Average	Good	Good
Modern language program assessment	N/A	N/A	Below Average	Average
Classical language program assessment	N/A	N/A	N/A	Average

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	248	91.9%	1083	70.6%	317	76.0%	No
Gender							
Male	127	89.8%	530	72.3%	162	74.7%	N/A
Female	121	94.2%	553	69.1%	155	77.4%	N/A
Racial/Ethnic Group							
White	190	95.8%	749	77.7%	226	82.7%	N/A
African American	26	76.9%	204	53.9%	47	48.9%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	23	78.3%	111	52.3%	33	63.6%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	11	45.5%	81	44.4%	14	42.9%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	12	66.7%	79	51.9%	16	56.3%	N/A
Socio-Economic Status							
Subsidized meals	43	76.7%	306	55.2%	65	56.9%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

Eastside High School is a top national comprehensive high school that offers a rigorous academic curriculum for all students. Our students excel academically, athletically and in the arts. Our staff seeks continuous professional advancement to further their craft. Our main thrust at Eastside is to improve student academic performance by emphasizing our three main priority areas--the diversification of teaching strategies; encouraging a climate of inclusiveness; and increasing student achievement.

Our teachers aim to diversify teaching strategies, we encourage a climate of inclusiveness, and all stakeholders try hard to increase the achievement of all students. In striving to diversify teaching methods, we employ staff development centered on an inquiry-based instructional approach. Our elected leadership team and teacher-led action teams work to improve school climate, and they also examine school data in a continuous effort to improve academic achievement. We also maintain several significant partnerships with parent and community groups to strengthen home and school bonds.

Students were involved in numerous endeavors this year and received awards. Our 2009 graduates earned over \$7 million in scholarships to higher education. Our students also raised over \$130,000 for Cystic Fibrosis during Spirit Week. Every dollar raised went directly to the charity. All funds were raised through student-led activities in one week.

Eastside teachers work with the Carnegie Foundation to enhance productive teaching in mathematics. They use the Bridge to Algebra and Cognitive Tutor to help students who have math skill deficiencies. Spanish instruction includes a cooperative effort between teachers and the Rosetta Stone Language Learning software—to advance the development of second language acquisition. Social Studies teachers use Jackdaw primary source documents and an inquiry-based approach to instruction to make history relevant for each student. Science teachers utilize our state of the art lab facilities to provide students with hands-on learning, and our English department's inclusion of non-fiction reading offers students a new lens to view the world. Over half of all teachers incorporate significant inquiry-based instructional plans into the daily classroom instruction.

The 2010-2011 school year promises new and exciting progress. With the aid of Promethean boards, an additional computer lab, and a strong cadre of teachers, Eastside High sits well positioned to continue its forty year tradition of excellence as a highly successful educational institution.

Dr. John Tharp, Principal
Mr. Joseph Haynes, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	65	26	12
Percent satisfied with learning environment	92.3%	88.5%	83.3%
Percent satisfied with social and physical environment	93.8%	96.2%	91.7%
Percent satisfied with school-home relations	98.5%	92.3%	83.3%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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School Adequate Yearly Progress	NO
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This school met 13 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	N/A
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.0%	0.0%	No

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	301	99.7	7.2	20.3	33	39.5	80.4	71.3	65.9	Yes	Yes
Male	144	100	10.9	23.9	29	36.2	73.9	66	60.8	N/A	N/A
Female	157	99.4	3.9	17	36.6	42.5	86.3	76.7	71	N/A	N/A
White	222	99.5	3.7	13.8	36.2	46.3	89.4	81.9	77.5	Yes	Yes
African American	45	100	27.5	32.5	22.5	17.5	47.5	49.4	49.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	80.4	80.2	I/S	I/S
Hispanic	26	100	4	60	20	16	56	58	56.8	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	24	100	45.5	36.4	9.1	9.1	22.7	24.8	21.3	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	15	100	15.8	63.2	15.8	5.3	36.8	49.7	47.3	I/S	I/S
Subsidized meals	79	98.7	17.8	37	31.5	13.7	54.8	52.9	51.5	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	301	99	12.4	21.4	30.7	35.5	74.5	64.6	62.3	Yes	Yes
Male	144	99.3	13.8	18.8	34.8	32.6	76.8	64.8	61.7	N/A	N/A
Female	157	98.7	11.2	23.7	27	38.2	72.4	64.3	63	N/A	N/A
White	222	99.1	5.5	18.4	33.2	42.9	85.3	76.1	75	Yes	Yes
African American	45	97.8	35	32.5	22.5	10	35	38.6	44	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	86.3	85.5	I/S	I/S
Hispanic	26	100	40	28	20	12	40	53.9	56.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	24	100	59.1	22.7	18.2	0	22.7	22.7	22.1	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	15	100	36.8	36.8	15.8	10.5	36.8	50.9	52.6	I/S	I/S
Subsidized meals	79	97.5	27.4	30.1	28.8	13.7	47.9	46.2	48.1	No	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	298	95.0	47.3	23.7	17.0	12.0	29.0	N/A	N/A	N/A	N/A
Male	142	90.1	43.0	25.0	14.8	17.2	32.0	N/A	N/A	N/A	N/A
Female	156	99.4	51.0	22.6	18.7	7.7	26.5	N/A	N/A	N/A	N/A
White	220	96.4	37.7	27.4	19.8	15.1	34.9	N/A	N/A	N/A	N/A
African American	44	88.6	71.8	17.9	7.7	2.6	10.3	N/A	N/A	N/A	N/A
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	26	92.3	83.3	8.3	8.3	0.0	8.3	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	21	61.9	92.3	0.0	7.7	0.0	7.7	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	20	90.0	94.4	0.0	0.0	5.6	5.6	N/A	N/A	N/A	N/A
Subsidized meals	77	92.2	74.6	15.5	7.0	2.8	9.9	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Two-Year HSAP Trend Data										
	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2009	298	97.3	7.5	24.2	29.5	38.8	75.8	66.9	61.8
	2010	301	99.7	7.2	20.3	33	39.5	80.4	71.3	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2009	298	97.3	15	20	26.1	38.9	75.4	64.7	62.7
	2010	301	99	12.4	21.4	30.7	35.5	74.5	64.6	62.3

* Adjusted to account for natural variation in performance.